

LINC 75C: DESIGNING DIGITAL CURRICULA

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	3
Hours:	3 lecture per week (36 total per quarter)
Advisory:	It is advised, but not required, that students have the background knowledge and skill taught in LINC 75A and/or 75B; basic skills using standard computer systems and internet-based technologies.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Compare synchronous and asynchronous models of online delivery technology
- Compare different methods for online communication
- Select appropriate multimedia tools to incorporate into the online learning environment.

Description

This advanced course builds on foundational instructional design principles to address the unique challenges of online education. Students are guided through the process of creating well-organized, engaging virtual curricula using cost-effective multimedia resources. Emphasis is placed on the strategic application of web-based technologies to design both synchronous and asynchronous online courses that are inclusive and accessible. Through hands-on projects, students will learn to use interactive digital tools to develop compelling and effective online learning experiences.

Course Objectives

The student will be able to:

1. Apply design principles to create structured and effective digital learning resources.
2. Develop virtual activities that cater to diverse learning needs and styles, ensuring accessibility and inclusiveness for all students.
3. Select and integrate multimedia elements to enhance the engagement and effectiveness of digital curriculum.
4. Employ web-based technologies strategically to design both synchronous and asynchronous learning experiences that are flexible and adaptable to different learning contexts.
5. Improve existing learning resources for informational design and accessibility.

6. Assess the effectiveness of multimedia resources through evaluation and feedback mechanisms to continuously improve educational offerings.

Course Content

1. Design principles
 - a. Design fundamentals
 - b. Impact of design on learning
 - c. Accessibility and inclusivity in design
2. Inclusive virtual activities
 - a. Inclusive activity design
 - b. Techniques for diverse learning styles
 - c. Universal Design for Learning (UDL)
3. Multimedia elements
 - a. Integration of audio and video
 - b. Interactive content tools
 - c. Enhancing engagement through multimedia
4. Web-based technologies
 - a. Synchronous and asynchronous tools
 - b. Flexibility and adaptability in learning technology
 - c. Platforms for hosting digital content
5. Informational design and accessibility improvements
 - a. Improving informational content for clarity and access
 - b. Accessibility standards and applications
 - c. Practical applications in real settings
6. Evaluation of multimedia resources
 - a. Techniques for assessing multimedia effectiveness
 - b. Feedback mechanisms for improvement
 - c. Continuous quality enhancement in digital resources

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
2. When taught online, students must have current email accounts and/or ongoing access to computers with email and web browsing capability

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Designing and developing digital learning resources that follow accessible design principles
Presenting resources to peers, gathering feedback, and making revisions
Making constructive contributions to class discussions and peer review feedback

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations delivered in a student-centered learning style, during which students take notes, follow demonstrations, or complete an activity

Facilitated discussions of live presentations, readings, or video presentations

Presenting and communicating ideas in small-group and whole class discussions

Representative Text(s) and Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Discipline(s)

Instructional Design/Technology